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AUTHOR Anderson, Wilbert; And Others
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ABSTRACT

In order to determine which elements of four Los Angeles urban community colleges with large concentrations of black students were in favor of establishing a black faculty association, a questionnaire was designed and administered to 87 student leaders, 104 academic faculty, and 36 administrators at the dean level or above, both black and white, from the four colleges. Survey results were analyzed to determine which characteristics (age, position, and experience) of the population were empirically correlated with support for a black faculty association. The highest correlates proved to be youth and low academic rank or position. Race proved to be a poor indicator of support for the association. This document presents a survey of the literature, and profiles of the four colleges participating in the study. Tabulated survey responses are included, and the survey instruments are appended. (NHM)

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CORRELATES OF BLACK CLOUT ON COMMUNITY COLLEGE GOVERNANCE AND EDUCATIONAL POLICY DECISIONS

Educational Policy Systems

and

College Governance
Modules

By

Wilbert Anderson, M.A.
Los Angeles City College
Milton E. Davis, M.S.
Los Angeles City College
Augustine Geoghagen, M.S.
Los Angeles Southwest College
Arthur Glover, M.E.
West Los Angeles College
Sylvia Green, M.A.
Pasadena City College

Mr. John Davitt
CLUSTER COORDINATOR

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ABSTRACT

The purpose of this study was to examine the climate of four urban community colleges, with large concentrations of black students, to determine if there was a perceived need for a black faculty association to influence governance and policy decisions. More specifically, it was the purpose of this study to identify which elements of the colleges (white faculty, black faculty, white students, black students, or administrators) were in favor of a black faculty association. This was done by determining which characteristics (age, position, and experience) of the college community were empirically correlated with support for a black faculty association.

Three samples of subjects were used for this research. They consisted of students, faculty, and administrators, both black and white, from the four colleges. Each subject was asked to fill out a questionnaire, worded appropriately for each group. Two kinds of data analysis were performed--analysis of variance and correlations. The data from each questionnaire were coded for computer processing. The responses of each subject to the twelve items on the questionnaire were summed. This sum was called "Support Score."

To determine which characteristics of the college community were correlated with support for a black faculty association, correlations were computed between descriptive data and total support scores. As predicted, the highest correlates were those with age and position. This indicated that the younger the subject, the more likely he would be to support a black faculty association, and the higher the

status within the college community, the less likely the support. Contributions, interpretations, and recommendations were made by each individual in the group to his or her own particular institution.

CONTENTS

		Page
I.	INTRODUCTION	1
II.	BACKGROUND AND SIGNIFICANCE	4
	Description of Los Angeles City College	5
	Description of Los Angeles Southwest College	6
	Description of West Los Angeles College	7
	Description of Pasadena City College	8
	Review of the Literature	9
	Findings of the Study	14
III.	PROCEDURES	14
	Sampling	14
	Data Collection	16
	Data Analysis	16
IV.	RESULTS	17
	The Questionnaire	17
	Correlates of Support	19
	Differences Between Groups	20

Page

V. SUMMARY

Contributions, Interpretations, and Recommendations

Wilbert Anderson, Los Angeles City College 22

Milton E. Davis, Los Angeles City College 26

Augustine Geoghagen, Los Angeles Southwest College . 29

Arthur Glover, West Los Angeles College 32

Sylvia Green, Pasadena City College 36

VI. APPENDIX A

Student Questionnaire 38

APPENDIX B

Faculty Questionnaire 41

BIBLIOGRAPHY 43

TABLES

Table		Page
1	Number of Subjects by Race and Position	15
2	Frequency of Item Scales Used	18
3	Correlations of Each Item with Total Score (Decimal Points Ommitted)	19
4	Correlations of Description Data with Total Support Score	20
5	Total Support Scores: Analysis of Variance Table	21
6	Means for Race X Position	21

I. INTRODUCTION

> There are black men and women in the academic community whose situation has received too little attention. Their behavior has not been militant; their concerns have not hardened into "non-negotiable demands." Yet the presence of these black educators in predominantly white colleges and universities raises some fundamental questions for higher education (Moore 1974).

The year 1966 marked the beginning of a major undertaking to incorporate members of ethnic minorities into the mainstream of the faculty in higher education. Before the Sixties, minorities on the faculty in higher education were ignored and the black faculty was primarily the province of the four-year black college (Newman 1973). Today, prodded by the civil rights revolution and affirmative action programs, colleges and universities, from the most to the least selective in all regions, profess a considerable number of black faculty members on their staffs. This influx of black faculty into higher education is presenting some critical questions about their relationship with white staff members, administrators, white students, black students, and, more specifically, their role in policy making and governance (Moore 1974).

Where black faculty seems to be gaining in reputation is in the urban community colleges. Much of today's literature on the community college is focused on the function and role of the urban community college (Bushnell 1971), for these institutions have the largest concentration of both black students and black faculty. It is believed that educational institutions in the large urban areas are

operating in an environment of great uncertainty and fear. Many pressing national problems relate directly to our cities today, such as urban attempts to establish equality of individual opportunity, end minority poverty, and improve the general quality of life (Gleazer 1973).

Our position in undertaking this study is positive. We believe that black faculty associations are needed in institutions of higher education with a high concentration of black students. A black faculty association on this level could contribute to policy and governance decisions and be active as an agent of change. As an agent of change, however, it must not advocate this position.

A black faculty association, by the very nature of its existence, must participate in the policy-making and governance function of the college. It must also consider the identification of and the acceptance by the black community. In the community college, a black faculty association would have a long-term investment in the community --for example, to help the police department be more sensitive to the black community by encouraging and counseling more black students into law enforcement programs.

An examination of how policy and governance changes take place reveals the process as one by which groups and individuals make demands on institutions; singly or collectively, and thereby bring about policy and governance change. This is the first step in the political and social conversion process referred to as "Interest articulation" (Scribner 1972). Interest articulation may be performed

by different groups in many ways. It is particularly important because it establishes the boundary between the social and political systems. If interests and needs cannot be expressed through open channels of society, these demands are likely to remain unsatisfied. They in time may erupt in violence, or may result in suppression by the élite, thus making the conflict inherent in policy and governance change evident (Scribner 1972).

In relating a black faculty association as an agent of change to the interest articulation function, one must then define a black faculty association as an "Interest group." An interest group can then be defined as a group of individuals who are linked by a bond of concern or advantage and who are aware of these bonds. Therefore, black associations are found within such organizations as political parties, legislatures, civil service agencies, professional organizations, school systems, and community colleges.

If black faculty associations are going to be agents of change, they must avoid the conflict often inherent in this process. In so doing, they cannot advocate a political or partisan position. To advocate such a position means the elimination of other considerations. It could also mean a continuous struggle for power to control the college. With power to control as the prize sought, power can become an end itself, rather than a means to strengthen the college. A black faculty association, by virtue of its place in the college, may find its acceptance threatened by the very element that can give it success, its relationship with individuals, groups, and the

community it serves.

The purpose of this study is to examine the climate of four urban community colleges to determine if there is a perceived need for a black faculty association to influence policy and governance decisions. Another purpose is to identify which elements of the colleges (white faculty, black faculty, white students, black students, or administrators) are in favor of a black faculty association. This will be done by determining which characteristics (age, position, and experience) of the college community were empirically correlated with support for a black faculty association.

II. BACKGROUND AND SIGNIFICANCE

This study was conceived by five black faculty members who were motivated to the idea of a black faculty associations after the completion of the modules on policy systems and governance. We perceived the importance of this interest group in relationship to its potential for promoting the needs and interests of black students in the community college. Four members of this group work in urban community colleges in the Los Angeles area. These institutions have a high percentage of black students. The fifth member of the group is on the faculty of a community college located in the metropolitan area. This institution also has a representative number of black students in its population.

None of the above institutions has a black faculty association on its campus. However, an organization known as the Association

of Black College Faculty and Staff has many black community college faculty members. This association is not an interest group to influence policy decisions and governance, but to promote the image of black faculty.

Throughout the course of the two modules, as the national lecturers spoke on power, influence, conflict, decision making, and models of governance, this question kept coming to the researchers' mind: "Would a Black Faculty Association Help?" The question has now generated concern in these community colleges about its validity and usefulness. There also seems to be concern about what influence (clout) it would have on policy making and governance of the college. These questions led to lesser questions, namely: (1) How would a black faculty association be perceived by other faculty and administrators? (2) How would it be perceived by students, both black and white? and (3) Is a black faculty association important to the campus?

It was agreed upon by the group that, before any of the above questions could be answered, we would have to determine how we were perceived and who would support our efforts. This, therefore, was the thesis of our study.

To further clarify the study, a description of the community colleges participating in it are provided:

Los Angeles City College, California

Los Angeles City College has a national reputation as a leader

in the field of community college education. Founded in 1929, it is the oldest of the ten Los Angeles Community Colleges in the district. With an enrollment of approximately 20,000 day and evening students, it has one of the largest student bodies of the ten colleges. The college employs 615 instructors and 13 administrators.

Los Angeles City College, located within the city, is a unique urban institution that attracts a variety of students from different backgrounds. Because of this, it is one of the most highly integrated colleges in the United States, as shown by the ethnic survey taken by the college in 1972.

Of the total 19,622 student population, 2,806 are Spanish surnamed, 8,045 are white, 6,102 are black, 2,119 are Asian, 137 are American Indian, 413 are other non-white; 14.2% of the student body are Spanish surnamed, 40.9% are white, 31.1% are black, 10.6% are Asian, .06% are American Indian and .02% are other non-white students.

The total of certificated positions is 648. Fifteen have a Spanish surname (2.4%), 557 are white (85%), forty-six are black (7%), 26 are Asian (4%), 4 are American Indian (.07%), and no other non-white. There are 13 administrators; 1 has a Spanish surname (7.6%), 9 white (69.2%), 2 black (15%), and 1 Asian (7.6%).

Los Angeles Southwest College, California

Los Angeles Southwest College is a two-year community college within the Los Angeles Community College District. It was founded in 1967 and serves the predominantly black section of South Central

Los Angeles. As a college with a 95% minority population (4,087 day and evening students), Southwest is becoming the intellectual development center of Los Angeles' black community. The faculty and administrators of Los Angeles Southwest College have demonstrated a keen interest and a sincere desire to aid students in developing their intellect for transferring to four-year institutions or for entering on a career. As a public community college, it has an open-door policy.

Of the total student population of 4,087, 3,367 are black; 27, Asian; 82, American Indian; 23, Spanish surnamed American; 38, other non-white; 185, other white; and 223 all other students. Two percent of the student body is American Indian; 82.4%, black; 0.7%, Asian; 0.6%, Spanish surnamed; 4.5%, other white; 0.9% other non-white; 5.5%, all other students.

The total number of certificated positions is 109: 77 are white; 32 are black.

The number of administrative positions is 9: 5 are white, and 4 are black.

West Los Angeles Community College, California

West Los Angeles College serves the residents of the Los Angeles Community District, largely those in the west area of the district.

It is the belief at West Los Angeles College that formal education should be available to all who have the ability and determination to benefit from instruction. The prime responsibility of the college is to the student, and this responsibility is met by providing

college-level education, with the high quality of instruction considered paramount. Supplementing the curricular programs, it has extra-curricular activities to aid the student in understanding himself and his environment.

Of the total student population of 5,700 students, 1,956 are black; 199, Asian; 28, American Indian; 210, Spanish surnamed Americans; 76, other non-white; 815 who refused to state; and 2,492, white. The student body is 34.3% black, 3.5% Asian, 0.5% American Indian, 30% Spanish surnamed Americans, 1.9% other non-white, 42.4% other white; 14.3% did not state, and 42.4% are white. If we group the minorities together, we get 43.3% minority, 42.4% white; and 14.3% who did not state.

The certificated positions total 103: 87 white (76.1%), 10 black (.97%), 3 Asian (.29%), and 3 Spanish surnamed (.29%). There are six administrators, all of whom are white.

Pasadena City College, California

Pasadena City College is heir to the development of junior-college-level work in Pasadena since 1924. It serves the following unified school districts: Arcadia, La Canada, Pasadena, San Marino, South Pasadena, and Temple City. The name of the district became Pasadena Area Community College District on September 10, 1970. The college seeks to provide educational experiences for its community that emphasize the acquisition of knowledge and skills and the development of constructive attitudes. General, Occupational, College

Transfer, and Preprofessional education courses are offered.

Of the total 16,912 student population, 12,819 are white, 1,978 are black, 1,370 are Spanish surnamed, 68 are American Indian, 524 are Asian, and 153 are other. The student body is 75.8% white, 11.7% black, 8.1% Spanish surnamed, .4% American Indian, 3.1% Asian, and .9% for all other students.

The total number of certificated positions is 405, of whom 360 or 88.9% are white, 25 or 6.0%, black; 11 or 2.7%, Spanish surnamed, and 9 or 2.4%, Asian.

The total administrative positions are 12; 9 are white, 2 are black, 1 has a Spanish surname.

A Review of the Literature

A review of the literature was pursued in several directions to determine the key concepts of the problem. We first explored the literature to determine the effects of faculty participation in college governance and educational policy making. Dykes (1968) states that:

> Recent developments in higher education have created perplexing dilemmas for faculty participation in the governance of the academic community. Effective faculty participation in the academic decision making is essential.

Dykes also indicated that the complex problems confronting institutions of higher education everywhere require the best efforts of the best minds available if they are to be resolved satisfactorily. The ability of faculties to play meaningful roles in decision making is increasingly challenged as institutions grow larger and more complex.

Richardson, Blocker, and Bender (1972) relate the participation of faculty in the structure of governance. They indicate that, as soon as faculties began to insist that they have a right to be involved in making some administrative decisions, the governance structure of the college was weakened.

Keeton (1972) stressed the primary justification for a faculty voice in campus governance. He stated that the faculty of the college or university has the degree qualifications essential to the task of governance. He further indicated that, because of their skill and competence, their participation is necessary.

"Campus Governance Program's Task Force on Faculty Representation and Academic Negotiations 1967," referred to by Keeton (1971), urged that the overwhelming consideration in fixing the role of faculty in governance should be the desire to improve the performance of the institution.

McCabe (1974) states:

> The day has passed when faculty will accept policy decisions that were made without participation.

He also stated, in relationship to faculty participation in governance and policy making, that:

> As educational institutions in the Seventies begin to remold and restructure their governance models to the participatory forms, and policy makers begin to shift their power to forces outside the college, critical questions are being raised as to the role and function of faculty organizations in these processes.

Frankie and Howe (1968) in their article, "Faculty Power in the Community College," state that:

> At no time has the study of power and authority been of more vital importance to the academic community.

They set the stage for discussion of faculty unrest in higher education by quoting Arnold Weber, chairman of the American Association for Higher Education Task Force that studied faculty representation and academic negotiation. Weber offers the following rationale for faculty dissatisfaction (Reiss, 1970):

> The paradox of affluence and unrest may be explained by several factors. The improvement in the status and well-being of the college professor probably has been accompanied by a more rapid rise in his expectations. This phenomenon is well known in underdeveloped professions as well. In many institutions, the notion of professionalism is a polite fiction. With the rise in status and the expansion of opportunity, many faculty members now demand the full prerogatives of professionalism. This means that professors, like members of other professions, seek direct participation in the formulation of the policies and rules that govern their performance (Frankie, Howe 1968, p.83).

Weber is further quoted as explaining the situation that currently underlies the militant efforts of community college faculty members who seek higher education status for their participation in institutional policy making:

> Where they (two-year colleges) formerly gave almost exclusive emphasis to vocational courses, many junior colleges have modified their "mission" to become part of a system of academic higher education. Where it was under the administration of the local Board of Education governing secondary education, the junior college may now be a part of a separate district or statewide system. This change in function and

> administration has meant that junior college faculty members often are no longer satisfied with the passive role of a "teacher" in a highly centralized structure where control over educational policies and the conditions of employment are lodged in the hands of the president and the Board. Instead, many junior college professors now seek full academic status and rights of participation in the traditional sense (Frankie, Howe 1968, p. 83).

In an address to the 45th Annual Convention of the American Association of Junior Colleges in 1965, Orkin concluded that faculty and administration travel in different orbits, which fact precludes their having the same perspective on policy making.

Administrators see the faculty as intensely parochial, with a narrow perspective. The faculty fail to understand the role of the administrator or the pragmatic environment in which he functions. The faculty see administration as confused by the lack of faculty consenus on institutional issues and resent the unilateral acts that result from this lack of faculty participation in the policy-making and decision-making process. Orkin further suggests that the faculty, despite the confusion caused by its dual responsibility to both the institution and the classroon, wants desperately to be an integral part of institutional policy making.

Richardson (1969) feels that a key factor in faculty militancy is that "administrators have for the most part refused to share board-delegated powers with the teaching faculty."

He holds that faculty involvement in decision making in the administrative process is critical to the success of the two-year college. Administrators who fail to understand this and who resist

change are, he suggests, contributing to the revolutionary movement among junior college teachers.

Bentley (1966) considers it unthinkable that professional people should not have a responsible role in determining the institutional policies that they are required to follow in carrying out their professional work. It is clearly an affront, not only to the capability of the community college faculty, but also to their dignity as human beings to be deprived of meaningful participation in college governance, a role for which they are particularly fitted. Bentley cautions, however, that whatever form faculty participation takes, the faculty should recognize the need for organized channels of communication between the board of trustees, the administration, and the faculty.

Lahti (1966), in discussing the role of faculty participation in policy formation, puts the human relation-oriented administrator like Ashmore in perspective when he states:

> It is also possible that certain community college administrators subscribe heavily to the well quoted law for committees, written by an educator as a supplement to Parkinson's Law for administrators: "If one consults a sufficiently large number of people for a long enough time, one can develop insurmountable opposition to the most innocuous idea."

We then sought to determine if there was a relationship in the advent of Black Studies courses to the curriculums of higher education. It was found that the final report on Black Studies in the community colleges by Lombardi and Quimby (1970) showed a concern for black faculty. They state:

> It is quite clear that the future of the Black Studies organization or the continued, sharply defined focus on the needs of the Black students all depend more on the involvement of Black Faculty than on the militancy of Black students. Whether more Black teachers will be hired will depend upon the express concern of Black Faculty and Black community rather than the militancy of Black students. Whether more special programs will be designed for specific needs of Black students, that, too, will depend upon the collective concern of Black Faculty rather than the militancy of Black students. What was once the militant demands of Black Students must now become the rational concern of Black Faculty and Black community.

Findings of the Study

1. Assessed the attitudes of the faculty and the administration.
2. Found out if there was a need for a black faculty association on each campus. (This will vary on each campus according to the ethnic distribution of students and faculty.)
3. Provided information, stimulated thought, and generated discussion on each campus on college governance.
4. Possibly established a new role for the black faculty to affect educational policy.
5. Supplied information that will possibly influence decisions on institutional policy.

III. PROCEDURES

Sampling: Three samples of subjects were used for this research. They consisted of students, faculty, and administrators, both black and white, from the four colleges. The number of each race by position is given in Table 1.

These subjects were not randomly selected, but were selected to represent the three populations, i.e., student leaders,

academic faculty, and administrators at the dean level or above. An examination of the descriptive data requested of the subjects indicates no systematic differences between these samples and the populations from which they were drawn.

TABLE 1

Number of Subjects by Race and Position

	Students	Faculty	Administrators	Total
Black	40	37	6	83
White	35	66	24	125
Other	12	1	6	19
Total	87	104	36	227

Data Collection: Each of the student (Appendix A), faculty (Appendix B), and administrator (Appendix B) subjects was asked to fill out a questionnaire, worded appropriately for each group. There were two parts. The first part asked for descriptive data; i.e., college, age, ethnic background, position, experience, academic discipline (faculty), leadership role (student), experience (faculty and administrator). The second part had one overall question concerning the subject's feelings about a black faculty association. This question was phrased, "Do you think a black faculty association is important for this campus?" It was answered on a seven-point scale going from "vital to the college" to "completely useless." This question was followed by twelve Likert-type items asking about the influence of a black faculty association on governance and educational policy decisions. (A copy of the questionnaires appears in the Appendixes.) All the faculty and administrators were given the questionnaire and asked to return it through the various campus mail systems.

Data Analysis: Two kinds of data analysis were performed--analysis of variance and correlations.

1. Means, standard deviation, and inter-item correlations were computed for all the items. This was done for each sample separately and for the total group, permitting a careful examination of the individual items to insure internal consistency of the scale. Further, a split-half reliability was performed.

2. The "Support Score" was correlated with descriptive data; i.e., age, sex, position, experience, race, etc., separately for student, faculty, and administrator.

3. A score was obtained for each subject by summing the responses to the questionnaire. These figures were entered into a two-way analysis of variance. The main effect was student-faculty and black vs. non-black. This determined which group most supported a black faculty association.

The data from each questionnaire were coded for computer processing. The responses of each subject to the twelve items were summed. This sum was called "Support Total." With these data all further analyses were accomplished.

IV. RESULTS

The Questionnaire: Frequency counts were made for each item for the total sample and for each of the three samples independently to check for the use of the full scale. The results of these counts appear in Table 2. As can be seen, all subject groups used all seven points on the scale without exception (item 5, response 6). The means and standard deviations for each item also appear in Table 2. Note that the means cluster tightly around the scale value of 3 and have similar variability.

TABLE 2

Frequency of item Scales Used

	1	2	3	4	5	6	7	8	9	10	11	12
1	40	44	59	65	60	55	60	31	36	45	52	64
2	30	49	53	70	84	69	68	22	50	50	30	51
3	62	23	20	35	35	40	37	50	41	28	47	21
4	40	55	57	40	30	45	41	59	70	72	54	47
5	16	32	25	8	8	11	16	20	14	21	17	20
6	13	9	4	2	0	4	0	22	6	4	7	20
7	16	3	7	7	9	3	3	23	9	6	20	8
x	3.3	3.2	2.9	2.5	2.5	2.6	2.5	3.8	3.1	3.0	3.2	2.7
S.D.	1.70	1.70	1.63	1.46	1.44	1.38	1.36	1.78	1.51	1.52	1.80	1.66

To check the internal consistency of the questionnaire, each item was correlated with the total score. This was done for the total group and for students and faculty separately. The results of this analysis appear in Table 3. These results indicate that the questionnaires were indeed interally consistent, i.e., each item was measuring what the total scale measured. The correlations are almost all over .6 and most over .7.

TABLE 3

Correlations of Each Item with Total Score
(Decimal Points Omitted)

	1	2	3	4	5	6	7	8	9	10	11	12	N
Students	67	76	79	82	67	80	75	79	72	75	63	75	87
Faculty	78	32	72	71	65	68	76	16	69	71	40	79	104
Administrators													36
Total	43	62	70	77	42	77	69	56	68	76	48	77	227

Each of the two questionnaires was scored twice: once on the odd items and once on the even. Correlations were computed between the two halves separately for each of the three samples. The resultant correlations were .89, .83, and .79 for students, faculty, and administrators respectively. These split-half correlations indicate an acceptable reliability for the scales.

Correlates of Support: To determine which characteristics of the college community were correlated with support for a black faculty association, correlations were computed between descriptive data and total support scores. These correlations appear in Table 4. Note that, as predicted, the highest correlates are those with age and position. This indicates that the younger the subject, the more likely he would be to support a black faculty association, and the higher the status within the college community, the less likely the support. A surprise was the relatively low correlation between

total score and race. Though this was a binary variable (Black = 1 and not-Black = 2), it was anticipated that it would be more powerful as a predictor of support.

TABLE 4

Correlations of Description Data with Total Support Score

	Position	Sex	Age	Race	N
Students	-	.06	.03	.14	87
Faculty	-	.03	.26	.15	104
Administrators	-	.08	.05	.25	36
Total	.43*	.07	.44*	.19	227

* Only applicable for total.
** Great correlation for total because of larger range of talent and its relationship to position.

Differences Between Groups: A two-way analysis of variance was performed on total support scores. For this analysis, the subject who indicated any race other than black or white was eliminated. The main effects of this analysis were race and position (2 X 3). The results appear in Table 5, with the means that were tested appearing in Table 6. The lower-scaled values indicated more support for a black faculty association.

TABLE 5

Total Support Scores

Analysis of Variance Table

Source	Sum of Squares	DoFo	Mean Square	F
Race	4216.06	1	4216.06	46.04
Position	2596.32	2	2596.32	28.35
R X P	336.73	1	336.73	3.67
Error	18678.37	203	91.56	

TABLE 6

Means for Race X Position

	Student	Faculty	Adm.	Total
Black	22.9	34.8	30.4	29.0
White	38.2	41.6	45.1	41.4
Total	28.8	38.6	41.2	35.5

As predicted, both main effects were highly significant. The black subjects scored significantly higher than the white, and the students scored significantly higher than the teachers or administrators. Of some surprise was the significant inter-action term. Examination of the means leads one to believe that it was the relatively low support score of the black faculty that was responsible. One could speculate on the reason for this lack of support, but no defensible explanation presents itself.

V. SUMMARY

Wilbert Anderson

Los Angeles City College

CONTRIBUTIONS, INTERPRETATIONS, and RECOMMENDATIONS

Contributions

Description of ethnic distribution of students and faculty at Los Angeles City College.

Review of literature.

Share in the writing of the introduction.

Share in the formulation and writing of the questionnaires for both faculty and students.

Collection and preparation of the data from faculty and students at Los Angeles City College.

Summary of interpretation of results of the study and how they relate to the governance structure at Los Angeles City College. (Milton E. Davis, a member of this joint practicum and a faculty member at Los Angeles City College, will emphasize in his summary the interpretations and implications of educational policy systems as they relate to Los Angeles City College. This approach is being taken to avoid duplication of interpretations and to give greater emphasis to how this practicum applies to both educational policy systems and college governance at Los Angeles City College.)

Interpretations

The undertaking of this study was pursued with the intention of determining if there was a perceived need for a black faculty association to influence policy decisions and governance at four Los Angeles area community colleges. The community colleges in the study have many black students in their population and a disproportionately few black faculty members. This travesty has generated concern among

some black faculty members as to the clout that a black faculty association would have on policy making and governance. More specifically, it was believed that some indication should be sought to determine what elements and characteristics of the college campus would support a black faculty association.

The results of the study clearly showed which segments of the college campus correlated with support for a black faculty association. These correlations appear in Table 4.

My interpretations of the results of the study were that students, both black and white, and black faculty would give greater support to a black faculty association than would white faculty and administrators. The results also imply that black faculty associations should be established on campuses with many black students. They should function as an interest-articulation group, contributing to policy-making and governance decisions.

The research question, "Would a Black Faculty Association Help?" prompted other questions not totally answered by this study. These questions must be answered to give greater meaning and purpose to a black faculty association, and are worthy of investigation by some other researchers.

The questions are:

To what extent should a black faculty association involve itself in policy making and governance?

What suggestions could a black faculty association make concerning policy making and governance?

What suggestions could a black faculty association make regarding the education of all students, especially black?

A classic example of the need for a black faculty association at Los Angeles City College lies in college governance. An examination of the Functional Organizational Chart reveals the lack of "black clout" on the strata where important governance decisions are made.

Los Angeles City College, with a third of its student population black, merits a black administrator on a level of the Organizational Chart that displays a high degree of responsibility. This individual would enhance the image of the black faculty and give the necessary information to the administration on problems and issues of direct concern to black students. This should be the first concern of a black faculty association at Los Angeles City College.

Recommendations

The following list of recommendations is being made for Los Angeles City College as a result of the findings of this study. They reflect some necessary changes in governance implementation. If adopted, they would strengthen the strong positive aspects of the college and keep the quality of education at a very high level. The recommendations are:

1. the formation of a black faculty association in the interest of concerned students, faculty, administrators, and classified staff

2. a clear definition, and expression to the entire college community of the purpose, aims, and objectives of a black faculty association

3. acceptance by the Board of Trustees of a black faculty association as an Interest Articulation Group

4. acquisition of a qualified black faculty member by the president of Los Angeles City College for the position of Dean at the next available opening

5. a search for and encouragement of prospective black community college instructors to submit their names to the eligibility pool so that they may be considered for employment

6. assistance in developing a positive affirmative action within the institution

7. identification of the needs of black students in the area of Career Counseling and Developmental Studies

8. active support of other professional organizations.

SUMMARY

Milton E. Davis

Los Angeles City College

CONTRIBUTIONS, INTERPRETATIONS, and RECOMMENDATIONS

Contributions

Shared in the collection of data on ethnic distribution of students at Los Angeles City College.

Reviewed the literature.

Shared in the writing of the introduction.

Shared in the formulation of questionnaires for both administrators and faculty.

Collected and prepared data from the faculty and administrators at Los Angeles City College.

Shared in writing recommendations for this practicum.

Interpretations

My goal in this joint investigation was to assess the setting of my institution, Los Angeles City College, by the constraints or lack of constraints affecting black students, faculty, and administrators; to question what perceived roles black faculty should play in their own behalf to influence educational policy-making.

Wilbert Anderson, a colleague and joint member of this practicum will handle an assessment of a black faculty association's role in "governance" at our institution.

As a result of the practicum investigation, I am convinced the day has passed when people will accept policy decisions formulated without their participation. More and more decision-making powers shift to forces within and outside the colleges. To the writer this shows concern for the future of a faculty senate-type of organization, and perhaps heralds the coming of diversified interest-articulating groups (black faculty associations, etc.), which are more realistic and more sensitive to the needs of their particular groups. Thus, they can better structure demands, support, and resources as part of the overall input in policy formulation.

The ethnic data survey and follow-up questionnaires depict Los Angeles City College as a multi-racial and multi-cultural institution that would support a black faculty association. That support, however, would come chiefly from young black and white students rather than from administrators or old faculty. Recognizing that policy formulation and governance were and still are vested in administration and faculty members who are, by and large, department or division heads, the data suggest that future changes may occur through the power, influence, and conflict created by young blacks and whites as they help structure, support, and provide resources for their overall input in conjunction with diversified interest-articulating groups.

Therefore, through this joint investigation, my overall interpretation of the concepts of educational policies and their

formulation has made me optimistic that both inside and outside participation in policy making, whenever possible, can be achieved through conflict, power, and influence under the direction of well functioning interest-articulating groups--in our case, a black faculty association.

Recommendations

The recommendations that emerge from this investigation are:

1. that a black faculty association be established on the four campuses surveyed in our investigation

2. that, as a recruitment and training goal, we revise our old or construct new hiring policies for black and other minorities to test those policies already set forth in the "Affirmative Action" program for handling problems of the candidates who will move, eventually, into administrative positions and that we test for these skills

3. that, as a quality goal, the administration improve the quality of decisions by involving representative groups, especially those who have the most to contribute and/or lose from the decisions

4. that the black faculty association establish regular channels of communication between the other ethnic groups within the community to insure that all factions are represented in terms of demands, support, etc.

5. that our black faculty association act as a structuring and sounding agent that will perceive, design, and apply pressure to the policy makers concerning the needs (both academic and economic) and student services of not only black but also of the total minority community, as well as those of the majority who support our cause

6. that, within the black faculty association, a committee be established to bridge the current gap between other traditional organizations on campus by providing input to and receiving output from the structuring and revision of policies.

SUMMARY

Augustine Geoghagen

Los Angeles Southwest College

CONTRIBUTIONS, INTERPRETATIONS, and RECOMMENDATIONS

Contributions

Shared in the collection of data on ethnic distribution of students, faculty, and administrators.

Reviewed the literature.

Shared in the formulation of questionnaires for students, faculty, and administrators.

Shared in the information presented in the abstract.

Summarized the study and/or interpretations and recommendations as they applied to the Los Angeles Southwest College.

Interpretations

This study originated in a concern about the absence of black faculty and administrators on our campuses in representative numbers. Available campus ethnic statistics reinforced this concern. Preliminary inquiries into the possible cause for this under-representation led the writer to question the educational policy system and governance structure of this campus.

Questions such as:

Who makes the final decisions on hiring?

Which influence groups, if any, could effectively exert enough power to bring about a more equitable representation?

Is there any element of "black clout" on our campus?

It became apparent that (if organizations prefer unified opponents)

there was no unified black influence group in operation. These questions raised another question, which served as the basis for inquiry in this study: would a black faculty association help?

Recommendations

It is recommended that, based on the implications of this study, to improve the educational policy processes, outcomes, and governance structure of this institution, a black faculty association be established.

Conflict, as one of the three basic concepts of policy science, which will probably occur once this organization is established, will function in relationships within the Los Angeles Southwest College. It can help clear the air. Hence, this organization, when properly structured with student representation, will become a social system to serve as a safety valve. It can function to resolve problems, reduce a build-up of hostility, and prevent hostile or disruptive riots such as those of the Sixties.

The responses to item four in the Faculty Questionnaire (A black faculty association would reinforce and continue the advances initiated by the black student movement of the Sixties) showed strong agreement. On our Likert scale of seven, the main response was 2.5 as indicated in Table 2. The responses to items five and seven support this with strong agreement for the organization. Their main scores were also 2.5 each.

Lewis Coser (1956) in his book The Functions of Social Conflict, maintains that conflicts are functional in two ways: "They lead to changes in rules (or laws) and create new rules (or laws)."

The changes proposed for Los Angeles Southwest College center on a more equitable representation of black faculty and administrators to meet the needs of its predominantly black student body; to influence a change in the hiring and firing policy to make it less racist; and to promote the recruitment of black faculty. An organization such as is proposed in this practicum is long overdue on our campus. The black and white faculty are eagerly awaiting the results from this study so that plans can be made to institute the association.

SUMMARY

Arthur Glover

West Los Angeles College

CONTRIBUTIONS, INTERPRETATIONS, and RECOMMENDATIONS

Contributions

Shared in the collection of data on ethnic distribution of students, faculty, and administrators.

Reviewed the literature.

Shared in the writing of the introduction.

Shared in the formulation of questionnaires for students, faculty, and administrators.

Shared in the information presented in the abstract.

Summarized the study and/or interpretations and recommendations as they applied to West Los Angeles College.

Interpretations

Research has clearly shown a need for a black faculty association on the campus of West Los Angeles Community College. This study has pointed out that there are no blacks in an administrative position. At this school, the Administrative Council is the policy-making body. Members of the Administrative Council are the President of the College, deans, assistant deans, coordinators, the Community Relations Officer, two representatives from the Academic Senate, and one from the student association (presently the Student Body President). The two faculty representatives predicated their comments on the assessment of faculty opinion expressed during meetings of the Academic

Senate, the Executive Council, and on informal talks with colleagues. This is the official way black faculty members have input and clout in this august policy-making board. Agenda items are determined by the President of the College or by any of the participants, and involve such matters as pre-registration, enrollment, curriculum problems, and responding to the proposals, guidelines, and directives from the Board of Trustees. The Administrative Council is unique in that no votes are taken or recorded. Problems are given thorough discussion until there is a consensus on the action to be taken. Agenda items are reported to the Academic Senate by the faculty representative, with written copies sent to the President of the Academic Senate and to the President of the College.

How institutions are governed is determined by the education aim of the institution and how people get things done. The governance structure here at West Los Angeles is the traditional model, built on the time-honored principle of delegation of authority and responsibility to the persons presumed capable of handling them. This format excludes universal, direct participation. It does, however, provide for periodic accountability by both the appointed and the elected (in some cases sudden accountability--dismissal, non-reappointment, or recall).

This study revealed that nearly one-third of the student body is black with an ever-increasing growth rate, and that less than ten percent of the faculty members and no administrators or heads of divisions (disciplines) are black. One way to change this would

be to form a black faculty association. Great care must be taken to present the idea gently to the oldest and most prestigious faculty members first, since they are less amenable to acquiescence and support for this organization, as this research has signified. The students and younger faculty members are the most willing to recognize the need for this association and would readily give it full support. Increased student representation on the policy-making board would tend to foster an optimum climate for the establishment of a black faculty association. Including more students on this board would not be as threatening to the power structure as the immediate organization of a black faculty association at this time. Gradual change is not as shocking as an abrupt change, and I feel it would work better with the older administrator who would not be so fearful of losing power and control.

Black faculty members should unite with the younger faculty members and students in a concerted effort to form a black faculty association. These groups would form a nucleus for its establishment, and positive, continuous labor would insure its success. This is an attempt to adjust to the realities of life in a bureaucratic era. Whether we like it or not, administrators can no longer exercise authority effectively in the absence of a working consensus among their constituencies. To act as if this shift in power had not occurred is to invite catastrophe. Finally, a black faculty association has its greatest strength in the possibility of liberating human potential, and in giving each individual a sense of involvement and self-fulfillment.

SUMMARY

Sylvia Green

Pasadena City College

CONTRIBUTIONS, INTERPRETATIONS, and RECOMMENDATIONS

Contributions

Shared in the collection of data on ethnic distribution of students, faculty, and administrators.

Reviewed the literature.

Shared in the writing of the introduction.

Shared in the formulation of questionnaires for students, faculty, and administrators.

Shared in the information presented in the abstract.

Summarized the study and/or interpretations and recommendations as they applied to Pasadena City College.

Interpretations

Change is the major factor in American higher education today--nowhere more so than in the public two-year colleges. Because of their close involvement with local communities, these institutions have a heavy responsibility for educating a large, expanding proportion of the students "new" to higher education and for meeting the changing educational needs of the communities that largely support them.

The advent of Black Studies courses exemplified the dramatic changes in community college curricula, policies, and governance. These changes were largely brought about by the student uprisings in

the Sixties.

Pasadena City College is also experiencing change in the characteristics of the student body, curriculum, guidance, and financial assistance. Student enrollment is rising and, proportionately, so is black enrollment. It is this writer's opinion that one of the changes needed at the colleges is to give black students and faculty more influence, popularly known as "clout," especially in matters that concern the black community.

This study indicated a need for a black faculty association as a means for providing clout. Further, the study showed that the greatest support for this organization would come primarily from students. It is interesting to note that the higher the status of a person within the community college, the less likely he or she was to support a black faculty association. It presents something of a paradox in that, as a group, blacks have little involvement in planning change, in formulating policy, or in governance. This fact can create conflict.

At Pasadena City College, the black faculty have relatively little voice in educational decision making or governance. The introduction to this study describes the college and its ethnic distribution of student enrollment, and certificated and administrative positions. The twelve-member governance group includes only two blacks. One of these two is responsible for student activities, the other for adult education. No one person in the administrative structure has primary responsibility for the black community concerns.

Among other faculty or professional organizations (interest groups) on the campus, the writer finds little attention being paid to black concerns. The Faculty Senate, which serves as the policy-making body of the whole faculty, discusses current issues and problems, but seems to be little more than an arm of the administration. About the only time of the year the Senate tries to assert itself is during salary negotiations. For the rest of the year, important decisions are made by the department chairmen and by deans, with only limited input by a few of the faculty members.

Because of the lack of concern by existing faculty groups, a separate, independent black faculty association should be formed at Pasadena City College. Current policies of the Board of Trustees permit the formation of such a group. A constitution is under study by the black faculty.

Not only would such an organization receive the support of the students, but it would also be supported by the President of the College, who has been a pacesetter in achieving equal opportunity for all.

APPENDIX A

Student Questionnaire

STUDENT QUESTIONNAIRE

We are doing research to find out if a separate organization of black faculty would be useful and needed by community colleges. You are asked to fill out this questionnaire. It will take only a few minutes. This questionnaire asks for your opinion about the effect a black faculty association (BFA) would have on your campus. It has two parts.

Part 1. This part asks about yourself, but please don't sign this questionnaire.

Part 2. This part asks for your opinion on 12 statements. You answer by checking the box that tells how much you agree or disagree with each statement.

The choices are:
Strongly agree
Moderately agree
Agree a little
Uncertain
Disagree a little
Moderately disagree
Strongly disagree

Remember BFA stands for Black Faculty Association.

Thank you for your help.

QUESTIONNAIRE

Part 1

Name of College_____

Sex: (1) Male_____
(2) Female_____

Age: _____

Race: (1) Black or Negro _____
(2) White or Caucasian_____
(3) Oriental or Asian _____
(4) Brown or Mexican/American_____
(5) Other (Specify)_____

Number of college units as of the end of this semester_____

Leadership: Student Body President_____
Class President_____
Club President_____
Member of Student Council_____
Club Officer_____
Other (Specify)_____

QUESTIONNAIRE

Part II

	Strongly agree	Moderately agree	Agree a little	Uncertain	Disagree a little	Moderately disagree	Strongly disagree
1. A black faculty association (BFA) would get more basic skills training in reading and math for students who really need it.							
2. Improving student GPA in academic subjects would be the important concern of a BFA.							
3. BFA would help campus organizations get money.							
4. Increasing money for scholarships would be important to a BFA.							
5 BFA would determine how funds are secured and given out.							
6. BFA would influence the counseling program so that it is more helpful to the students.							
7. More student skills tutoring would be available if there were a BFA.							
8. The BFA would increase the number of subjects transferrable to four-year colleges.							
9. BFA would get more money for extra-curricular activities.							
10. The BFA would help students get money for books, living expenses, and personal emergencies.							
11. BFA would work for better counseling of students with problems.							
12. A BFA is important for this campus.							

APPENDIX B

Faculty Questionnaire

FACULTY QUESTIONNAIRE

The investigatiors of this questionnaire are engaged in a doctoral program. Most successful advanced-degree programs experiment with mechanisms for testing ideas. As a rule, the ideas tested in graduate programs are designed to let the student "look but not touch." This practicum in our program is designed to touch and test the real system under the title "Correlates of Black Clout (Influence) on Governance: Would a Black Faculty Association Help?"

It is hoped that this survey will give a more nearly complete picture of who determines and implements policy and whether there is a need for a black faculty association (BFA) to better assist in the performance of our duties. It is our expressed intent to share the answer with all concerned, once the data have been properly evaluated.

This questionnaire has two parts:

Part I. For you to provide personal information.

Part II. To determine your attitudes toward possible special-interest groups as they relate to college governance.

PLEASE DO NOT SIGN QUESTIONNAIRE

PART I

Name of College_____

Sex: (1) Male_____
(2) Female_____

Age:_____

Years of Teaching Experience_____

Race: (1) Black or Negro_____
(2) White or Caucasian_____
(3) Oriental or Asian_____
(4) Brown or Mexican/American_____
(5) Other (Specify)_____

Teaching Area: (1) Social Sciences_____
(2) Physical Sciences_____
(3) Natural Sciences_____
(4) Humanities_____
(5) Vocational Education_____
(6) Other (Specify)_____

QUESTIONNAIRE

Part II

Please read each statement carefully and indicate your response in the appropriate column on the right.

	Strongly agree	Moderately agree	Agree a little	Uncertain	Disagree a little	Moderately disagree	Strongly disagree
1. The hiring policies advocated by a black faculty association (BFA) at your college would increase the proportion of black faculty, even at the expense of student learning.							
2. A BFA would influence college accreditation standards so that the proportion of non-white faculty would be a criterion for college accreditation.							
3. A BFA would influence a change in the hiring and firing policy so as to make it less racist.							
4. A BFA would reinforce and continue the advances initiated by the black student movement of the Sixties.							
5. An effective BFA would promote the recruitment of black faculty.							
6. More qualified black faculty would be promoted to policy-making positions if there were a BFA.							
7. BFA would better identify and structure black student needs in Instruction and Student Personnel Services.							
8. Black faculty interest and concerns can be more effectively pursued through traditional professional organizations than through a BFA.							
9. A BFA would improve the relationship between the community and the college.							
10. Communication between black faculty and the President would improve if there were a BFA.							
11. Policy designed and influenced by a BFA would be racist.							
12. A BFA is important for this campus.							

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